# Elementary/Middle Education

# **USER NOTE: this rubric, effective July 1, 2024, includes updated AMLE standards for middle level teacher preparation.**

Based on the Council for the Accreditation of Accreditation of Education Preparation (CAEP ) [K-6 Elementary Teacher Preparation Standards](http://caepnet.org/~/media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en), and the Association for Middle Level Education (AMLE) [2022 Revised Middle Level Teacher Preparation Standards](https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf). CAEP standards begin directly below. AMLE standards begin on [page 6](#AMLE).

## CAEP Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. Use their understanding of how children grow, develop, and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. |  |  |  |
| 1b. Use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs. |  |  |  |
| 1c. Work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. |  |  |  |

## CAEP Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. Demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. |  |  |  |
| 2b. Demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. |  |  |  |
| 2c. Demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. |  |  |  |
| 2d. Demonstrate understandings, capabilities,  and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry. |  |  |  |

## CAEP Standard 3: Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. Administer formative and summative assessments regularly to determine students’ competencies and learning needs. |  |  |  |
| 3b. Use assessment results to improve instruction and monitor learning. |  |  |  |
| 3c. Plan instruction including goals, materials, learning activities and assessments. |  |  |  |
| 3d. Differentiate instructional plans to meet the needs of diverse students in the classroom. |  |  |  |
| 3e. Manage the classroom by establishing  and maintaining social norms and  behavioral expectations. |  |  |  |
| 3f. Explicitly support motivation and  engagement in learning through diverse evidence-based practices. |  |  |  |

## CAEP Standard 4: Supporting Each Child’s Learning Using Effective Instruction

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and   
digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing   
effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and   
use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a. Use a variety of instructional practices that support the learning of every child. |  |  |  |
| 4b. Teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. |  |  |  |
| 4c. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. |  |  |  |
| 4d. Provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement. |  |  |  |
| 4e. Lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. |  |  |  |
| 4f. Effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. |  |  |  |
| 4g. Effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. |  |  |  |

## CAEP Standard 5: Developing as a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

| Candidates: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. Work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth. |  |  |  |
| 5b. Design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice. |  |  |  |
| 5C. Participate in peer and professional learning communities to enhance student learning. |  |  |  |

# **AMLE 2022 Revised Middle Level Teacher Preparation Standards**

Based on the Association for Middle Level Education (AMLE) [2022 Revised Middle Level Teacher Preparation Standards](https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf)  
Note: The grade levels included in “middle level” are determined by middle level teacher licensure regulations in each state,   
for example grades 4-9, 5-8, 6-9.

### AMLE Middle Level Standards 1. Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 1a. **Middle Level Philosophical Foundations**  Demonstrates an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. | ☐ | ☐ |  |
| 1b. **Middle Level Organization and Practices**  Uses their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students.  They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time). | ☐ | ☐ |  |

### AMLE Middle Level Standards 2. Young Adolescent Development

Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. **Knowledge of Young Adolescent Development**  Demonstrates a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives. | ☐ | ☐ |  |
| 2b. **Implications of Young Adolescent Development for Responsive Learning Environments**  Usestheir comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, equitable, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and cultures differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent,  especially as it concerns the pervasive  role of technology. | ☐ | ☐ |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2c. **Implications of Diversity for Young Adolescent Development**  Demonstrates their knowledge that diversity has implications for the development of young adolescents. They are responsive to young adolescents’ individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They successfully model middle level practices that affirm the diversity of all young adolescents. | ☐ | ☐ |  |

### AMLE Middle Level Standards 3. Curriculum

Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates’ understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 3a. **Context**: The candidate uses their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies. | ☐ | ☐ |  |
| 3b. **Subject Matter Content Knowledge**:  The candidates a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines. | ☐ | ☐ |  |
| 3c. **Curriculum Standards**:  The candidate uses their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents. | ☐ | ☐ |  |
| 3d. **Interdisciplinary Nature  of Knowledge and Skills**:  The candidate demonstrates the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, information literacy, and citizenship. | ☐ | ☐ |  |

### AMLE Middle Level Standards 4. Instruction and Assessment

Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 4a**. Content Pedagogy**:  The candidate uses their knowledge of instruction and assessment strategies that are effective in the subjects they and understand that instruction and assessment are interrelated. | ☐ | ☐ |  |
| 4b. **Instructional Strategies**:  The candidate employs a wide variety of effective, developmentally and culturally responsive, equitable, and antiracist teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). | ☐ | ☐ |  |
| 4c. **Assessment that Advances Learning**:  The candidate develops and administers formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair and unbiased. | ☐ | ☐ |  |

### AMLE Middle Level Standard 5 Professional Roles

Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

| The Candidate: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 5a. **Professional Roles**:  The candidate understands, critically reflects on, and is successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents). | ☐ | ☐ |  |
| 5b. **Advocacy for Young Adolescents and Responsive Schooling**:  The candidate serves as an advocate for  all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies and use their professional leadership responsibilities to create equitable and just opportunities  for all young adolescents. | ☐ | ☐ |  |
| 5c. **Engaging with Family  and Community Members**:  The candidate values family and community members as assets. They understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement. | ☐ | ☐ |  |

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| --- | --- | --- | --- |
| 5d. **Dispositions and Professional Behaviors:** The candidate demonstrates positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learner who demonstrates knowledgeable, reflective, critical perspectives on their teaching. |  |  |  |

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